



---

---

---

---

---

---

---



---

---

---

---

---

---

---



---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

## Elementary STAR Overview Overage Statistics

### 2009-2010 Statistics

- 9,241 (32%) of elementary students were not proficient on the Reading FCAT
- 7,328 students were retained this year
- 10,412 students were overage in 2009-2010

Years Overage	# Students
1 Year	8,984
2 Years	1,302
3 Years	120
4 Years	7

### 2010-2011 Statistics

- 9,478 (32.6%) of elementary students were not proficient on the Reading FCAT
- 3,055 students were retained this year
- 13,183 students were overage in 2010-2011

Years Overage	# Students
1 Year	11,023
2 Years	1,961
3 Years	182
4 Years	17

---

---

---

---

---

---

---

---

## Elementary STAR Overview Sites

### Sites for 2011-2012

- Andrew Robinson
- Beauclerc
- Chimney Lakes
- Crystal Springs
- Hyde Grove
- Jacksonville Heights
- Finegan
- Mandarin Oaks
- Martin Luther King
- Normandy Village
- Oak Hill
- Oceanway
- Pickett
- Sadie Tillis
- St. Clair Evans
- West Riverside

---

---

---

---

---

---

---

---

## Elementary STAR Overview

### Goal

Provide students who are two or more years overage and low performing with the opportunity to remediate and achieve grade level proficiency.

---

---

---

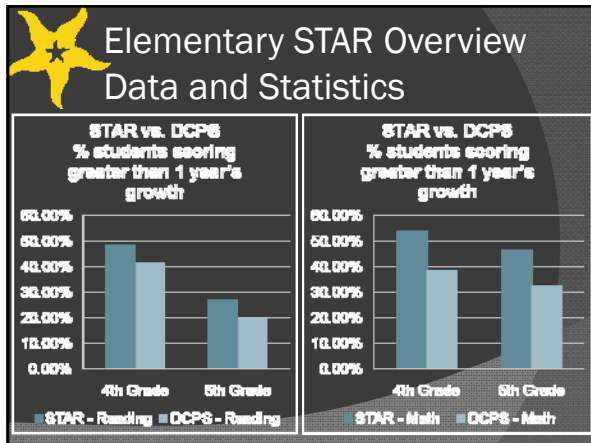
---

---

---

---

---




---

---

---

---

---

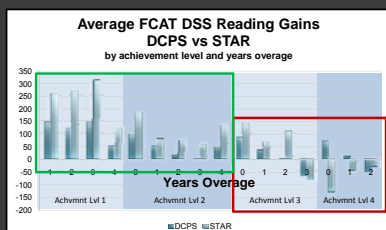
---

---

---

## Elementary STAR Overview

### Defining the Student Population




---

---

---

---

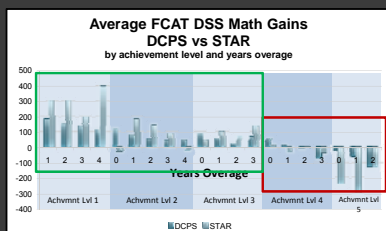
---

---

---

---

## Elementary STAR Overview Defining the Student Population



## Elementary STAR Overview Placing Students

- STAR is designed to target students that are 2 or more years overage as defined by the Multiple Pathways Overage Formula.
  - Formula is based on September 1<sup>st</sup> grade placement.
- Curriculum is set to target low performing students and build foundational skills.

## Elementary STAR Overview Student Profile

**STAR Student Profiles** 0112 STAR Site: 2701  
Placement Position: 1

**Student Demographic Information**

School ID: 0112  
School Name: OCCASABAY ELEMENTARY  
Student ID: 12345  
Last Name: SMITH  
First Name: JOHN  
Grade: 1  
Age: 6  
DOB: 01/01/05  
Sex: Male

**2010-11 Report Card**

Grade	Reading	Math	Science	History	Physical Education	Art	Music	Health	Character Education
01	B	B	C	B	B	B	B	B	B
02	A	B	C	B	B	B	B	B	B
03	B	C	C	B	B	B	B	B	B
04	C	C	B	A	C	C	C	C	C
05	C	B	B	A	B	B	B	B	B
06	A	A	A	A	A	A	A	A	A
07	A	A	A	A	A	A	A	A	A
08	B	B	B	B	B	B	B	B	B
09	B	B	B	B	B	B	B	B	B
10	B	B	B	B	B	B	B	B	B

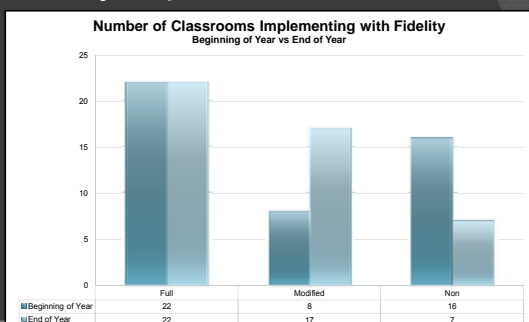
**FCAT History**

Year	STAR AL	STAR Gains
2009-10	1	1
2010-11	1	1
2011-12	1	1

**School Recommendations**

Placement: 1/1  
District: 1/1  
Priority: 1  
Other Comments: District Comments: FCAT

## Elementary STAR Overview Fidelity Implementation




---

---

---

---

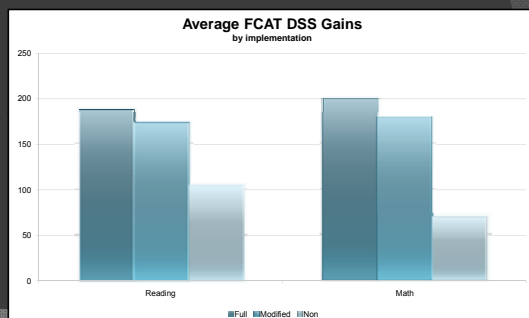
---

---

---

---

## Elementary STAR Overview Performance by Fidelity Implementation




---

---

---

---

---

---

---

---

## Elementary STAR Overview Curriculum Changes

- **Changes**
  - FastForward has been removed
  - Daily schedule has been revised
  - SOAR to Success will only be implemented in 4/5 classrooms
- **New**
  - 2/3 Reading Program
    - REACH Higher
  - Step Up to Writing
    - 2-5 Grades
  - Compass Utilization
    - Assignments will correspond with daily lessons
    - Learning Schedules

---

---

---

---

---

---

---

---

# Elementary STAR Overview Curriculum Guide

	Reading	Writing	Math	Science	Social Studies
2nd	REACH Higher: Decoding, Ind. Reading Comprehension, Ind. Reading Comps. Odyssey (150 minutes)	REACH Higher - Reasoning/Writing/Vocabulary (45 minutes)	EnvisionMath Investigations (Core), Number Words, Math Navigator and Comps. Odyssey (120 minutes)	REACH Higher - Comprehension Sm. Group (30 minutes)*	REACH Higher - Comprehension Sm. Group (30 minutes)*
3rd	REACH Higher: Decoding, Ind. Reading Comprehension, Ind. Reading Comps. Odyssey (150 minutes)	REACH Higher - Reasoning/Writing/Vocabulary (45 minutes)	EnvisionMath Investigations (Core), Number Words, Math Navigator and Comps. Odyssey (120 minutes)	Core Curriculum and Comps. Odyssey - Small Group (30 minutes)*	Core Curriculum and Comps. Odyssey - Small Group (30 minutes)*
4th	Houghton Mifflin, Soar to Success and Comps. Odyssey (110 minutes)	Houghton Mifflin or various school-based resources (40 minutes)	EnvisionMath Investigations (Core), Number Words and Comps. Odyssey (105 minutes)	Core Curriculum, Comps. Odyssey, Independent/Group work - Small Group (60 minute rotation)	Core Curriculum, Comps. Odyssey, Independent/Group work - Small Group (60 minute rotation)
5th	Houghton Mifflin, Soar to Success and Comps. Odyssey (110 minutes)	Houghton Mifflin or various school-based resources (40 minutes)	EnvisionMath Investigations (Core), Number Words and Comps. Odyssey (105 minutes)	Core Curriculum, Comps. Odyssey, Independent/Group work - Small Group (60 minutes)	Core Curriculum, Comps. Odyssey, Independent/Group work - Small Group (60 minutes)

---

---

---

---

---

---

## Elementary STAR Overview

### Expectations of Full Fidelity

Expectations of the Plan	Expectations in place
Implementation of STAR Model within the reading block	•Effectively implementing the STAR Model during the reading block
Implementation of Compass Odyssey <i>Reading</i>	•Reports show expectations are on target for completion of the required curriculum
Reach Higher: 2/3	•Para is trained; all components are fully implemented
Soar to Success: 4/5	•Para is trained; Soar to Success is fully implemented
Implementation of STAR Model within the math block	•Effectively implementing the STAR Model during the math block
Implementation of Compass Odyssey <i>Math</i>	•Reports show expectations are on target for completion of the required curriculum
Professional Development Participation	•Has attended two or more STAR professional development trainings

---

---

---

---

---

---

# Elementary STAR Overview

## Full Fidelity Model

Full Fidelity Model		Student
Classroom Culture & Environment	<ul style="list-style-type: none"> <li>•Classroom is well organized and neat</li> <li>•Arrangement is conducive to learning</li> <li>•Literacy-rich &amp; Math-rich classroom</li> <li>•Student work is standards-based, displayed and current</li> <li>•Schedule is conducive to STAR Instructional Model</li> </ul>	<ul style="list-style-type: none"> <li>•Rituals and Routines are in place</li> <li>•Positive peer interaction</li> <li>•Mutual respect and rapport</li> <li>•Task-oriented</li> </ul>
	<ul style="list-style-type: none"> <li>•Essential Question drives instruction for reading and math</li> <li>•Small groups are established and being implemented</li> <li>•Groups are fluid and based on students' needs</li> <li>•Teacher meets with each student daily during reading and math instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Questioning techniques require students to use critical thinking</li> <li>•High-order, open-ended questioning is used often</li> <li>•Teachers provide substantial "wait time"</li> <li>•Teachers model high-order thinking through "think alouds"</li> <li>•Students can articulate the purpose of the lesson</li> </ul>
STAR Instructional Model	<ul style="list-style-type: none"> <li>•Student performance &amp; assessment data is used to make instructional decisions/groups</li> <li>•Teacher varies complexity of assignments for different students according to reading and math</li> <li>•Remediation/enrichment opportunities in place</li> <li>•Various learning styles are addressed</li> </ul>	<ul style="list-style-type: none"> <li>•Core curriculum is being used (Hough, Mifflin, EnVision, MI)</li> <li>•Compass Reading &amp; Compass Math (30 min each day)</li> <li>•REACH Higher</li> <li>•SOAR</li> <li>•Guided Reading books with varied levels available</li> <li>•DRA – (beginning, mid, end)</li> <li>•ELMO, LCD projector, Listening Center</li> <li>•Manipulatives are student accessible</li> <li>•Graphic organizers</li> </ul>
Differentiated Instruction		<ul style="list-style-type: none"> <li>•Instructional Tools and Materials</li> </ul>

---

---

---

---

---

---

## Elementary STAR Overview Classroom Support

- Additional Support for 11-12
  - Full Time Paraprofessional
  - Jessica Coppage – Technology Integration
  - Denise Sweat – Student Advocacy
- Continued Support for 11-12
  - Regan Copeland – STAR Coordinator
  - Holly Lanham – Technology Integration
  - Angela Wall – Student Advocacy
  - Laura Campbell – Literacy Coach
  - Rae Chung – Math Coach

---

---

---

---

---

---

---

---

## Elementary STAR Overview STAR Student Contract

**STAR STUDENT CONTRACT**  
**STAR DROPOUT PREVENTION PROGRAM**  
Office of Multiple Pathways  
Orange County Public Schools  
1701 Prudential Drive, Jacksonville, Florida 32207

**PURPOSE:**  
The STAR Program is designed to assist students who have been retained two or more times. The goal is to remediate current academic deficiencies with the possibility of being promoted up to the grade level of their kindergarten entry year peers.

**PROGRAM FEATURES:**

- Small, flexible, and differentiated instruction
- Small teacher-student ratio
- Additional technology integration
- Personalized instruction for individual student needs

**STUDENT RESPONSIBILITIES:**

- Maintain a passing grade in reading and math
- Display appropriate behavior on school campus and in class as evidenced by conduct grades
- Attend school regularly and on time

**STUDENT OUTCOMES:**

- Students will be single or double promoted based on:
  - Mastery of the State's standards and grade level expectations according to the Student Progression Plan
  - Standardized testing
  - Diagnostic evaluations
  - Grades
  - Teacher judgment
  - District review committee input

**PARENT RESPONSIBILITIES:**

- Maintain communication with the STAR teacher
- Attend parent conferences
- Help your child get to school regularly, well rested and prepared for school

As the parent or guardian of \_\_\_\_\_

I understand that my child's participation in the STAR program requires evidence of academic progress, good conduct, and parent participation.

I understand that the purpose of my child's placement in a STAR class is for remediation. My child may have the opportunity to work beyond their current grade level, however I am fully aware that this does not guarantee a double promotion.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Copy 1: Student contract Copy 2: Parents

---

---

---

---

---

---

---

---



## Elementary STAR Overview When to call a Student Advocate

- When you need assistance with behavior interventions or classroom management
- A student has withdrawn or been added to your class
- A student shows multiple signs of neglect
- You need assistance with RTI documentation or meetings
- When you need assistance with parent conferences for behavior or academics
- You would like to schedule enrichment sessions focusing on career exploration, personal hygiene, or life skills
- A student critically needs a mentor or buddy
- When you have referred students with attendance problems to your guidance counselor but need additional support with parents and or attendance officers

---

---

---

---

---

---

---

---

## Elementary STAR Overview Defining Double Promotion

- Process:
  - STAR office will develop student profiles and distribute to schools
  - Teachers and Principals will make recommendations regarding promotion
  - Chiefs and Executive Directors will review the recommendations and the data and make final decisions.
  - No more appeals to the Chiefs




---

---

---

---

---

---

---

---

## Introducing... Middle Grades STAR PILOT

- Designed for overage and underperforming 6<sup>th</sup> and 7<sup>th</sup> graders
- Intensive remediation in literacy and numeracy
- Curriculum enhanced with technology integration
- Additional supports provided in a unique instructional environment
- Sites:
  - Matthew Gilbert
  - Landmark
  - Jeff Davis
  - James R. Johnson

---

---

---

---

---

---

---

---

*The End...*

A WARNER BROS. TELEVISION PRODUCTION

---

---

---

---

---

---

---

---